ANALYZING INDONESIAN CURRICULUM OF KTSP

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Abstrak

This article is to explain the implementation of KTSP curriculum which is invented in 2006 and is still implemented in some schools in Indonesia. Here, the writer includes several aspects, which are the current status of the curriculum, the relationship of curriculum with the mainstream environment, the organizing principle of the curriculum, theoretical approach of the curriculum, the theory of language learning, the curriculum and its context, curriculum and syllabus assessment. The method applied here is a library analysis toward KTSP curriculum. The result shows that the curriculum suits Indonesian students in almost sides since it requires teachers to develop the curriculum based on the context of schools and students' capacity. Besides, the students will not face huge burden learning in a school since the teachers who formally recognize their students well develop all the teaching and learning syllabi. In conclusion, KTSP is a practically appropriate curriculum which has been implemented compared to previous curriculums. Indonesian government design it since this is a better innovative curriculum to apply to the educational institutions in Indonesia. The demand of the curriculum appears neither low nor high and is definitely achieved by the students.

Key Words: *Analyzing, Curriculum, KTSP*

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a. Introduction

Teaching process and product need a curriculum to implement an appropriate learning to students. Picking an Indonesian curriculum, KTSP, this report analyses a curriculum which is being implemented in the country briefly. Historically, the curriculums in Indonesia are subject to change regarding its need and requirement. It is a beneficial way to implement a proper curriculum into Indonesian education and to improve the teaching and learning process. Prior to explain all about the Indonesian curriculum, here will be a definition of the curriculum itself. Hall and Hewing's definition seems to strictly define purely language learning, yet a curriculum covers all the learning and studies besides language. A definition of curriculum by Graves and Richard (Graves, 2008) is a process and product of planning, teaching, and evaluating a study as well as program and all its relation. Thus, in this report, the writer prefers to take Graves and Richard's curriculum definition to describe the process and product and the relation of the current curriculum.

KTSP is a curriculum which is based on schools designed by Indonesian government as a replacement of the previous curriculum called KBK (competence-based curriculum). It is a national obligatory curriculum which is merely implemented in elementary (primary), junior high, and senior high levels entire the country. Basically, KTSP derives from KBK due to KTSP still focuses on students' competence. It is an innovation as defined by Markee (Hall and Hewing, 2001)

that Indonesian government design since this is a better innovative curriculum to apply to the educational institutions in Indonesia. KTSP curriculum is a working curriculum which is further developed and accomplished by each school. The curriculum consists of aims of a school, arrangement and content, school calendar, and syllabi. In KTSP system, each school has its own authority to adjust their own curriculum in details based on Content Standard and Passing Standard as well as other two elements, Standard Competence (SK) and Basic Competence (KD) framework which are designed by the government. Content Standard is a learning substance and capacity levels to be achieved by students to accomplish graduation of an education institution. It contains a few items which are a basic framework, curriculum construction, SK, and KD for each subject in every semester and all levels of study. Passing Standard is a capacity qualification toward each school graduation. Competence Standard (SK) is the least and smallest qualification of students' competences about materials mastery, personality, and proficiency involved in any subjects in every term and level of study. Basic Competence is the amount of competences required in a subject that should be mastered by the students as a guiding indicator of the proposed aims designed in KTSP curriculum (BSNP, 2006, p.3)

b. The Current Status of the Curriculum

Indonesian government considers that modifying each curriculum is a particular necessity to deal with the global requirement, social as well as political issues, etc. In its

educational history, Indonesia has nine times of curriculum modification after the Independence of Indonesia. Apparently, they were modified as they no longer fitted the capacity and education quality needed at current time. All these are curriculum of 1947, 1952, 1964, 1968 which were simply identified as Education Plans, 1975, 1984 and 1994 as CBSA (Students Active Learning), 2004 as KBK (Competence-based Curriculum). The last but not the least change occurred in 2006 which is named as KTSP (School-based Curriculum). KTSP is the latest curriculum invented in 2006 and implemented in entire Indonesia. As in general, every curriculum is designed by the government under the charge of Minister of Education. For the current curriculum, the government found a special association, BSNP (National Education Standards Organization) that designs it with some assistance from tertiary level professionals, Curriculum Center, Ministry of Education, and Department of Religious Affairs staff.

In details, the curriculum places the framework in students' competence in a school since the fact that the competence of the students differs from one school to another and one region to each other. The difference occurs when a school in one region possesses all the supporting facilities, knowledgeable teachers, proper material and learning media, creativity, as well as sufficient fund to undertake the teaching and learning process, while another school in the same region or different one may not have the benefit of the other schools possess. This dilemma sometimes cannot be resolved by providing of what the school requires. Some schools can afford to cover all the needs with various methods such as providing facilities and innovative learning media, adequate teachers, and fund needed to run the education progress. Therefore, they can have their students learn better, gain advantageous knowledge, and increase excellent results. Others are not able to cover the needs as a result of inadequate fund or having low ability students, etc. As a consequence, the implementing of KTSP curriculum is supposed to be helpful to the students who will learn and reach the minimum score based on their own capacity in a school. This approach does not seem to give them a great pressure in passing the final examination. However, they are still required to fulfill the great task reaching the minimum score decided by the school they are in.

c. **The Relationship of Curriculum with the Mainstream Environment**

Commonly, the language used in teaching and learning process in Indonesia is Indonesian. Thus, all subjects are delivered in the national language. However, there is an exception for foreign language subjects, such as English, Arabic, Chinese, etc. The exception only takes a small amount in entire teaching. The foreign languages are merely used in classrooms while the languages are in the progress. Some teachers who teach the foreign languages deliver the lessons both in the foreign languages and in Indonesian or either one of them. Based on the theory, it applies the context which Graves (2008) describes in Figure 3 that the point is target

language-removed context. It means that the languages like English, Arabic, even Chinese is hardly implemented in a whole life of Indonesian society. Nevertheless, there are some minor communities in several areas in Indonesia that utilize a number of foreign languages, like Chinese and English.

As English is an international language of the universe, the using of English language in educational institutions, offices, and public services is hardly considered important since it is not operated yet as a second language. This happen since English is just a foreign language to Indonesian society. The result shows that not every student is able to use English properly in four competences; speaking, listening, reading, and writing. Therefore, to upgrade students' competency of English, teachers should pay a bigger attention to this fact and learn how to teach them appropriately so that most Indonesian students gain the capacity to use English well.

Accordingly, in teaching and learning progress in KTSP curriculum, each school is allowed to decide the best approaches and methods that suit their students. As a consequence, each school should recognize and be familiar with the students, their needs, their learning styles, and their levels of competency. Once knowing it, the teachers can straightforwardly insert them into their learning process and syllabus.

d. The Organizing Principle of the Curriculum

Analyzing the curriculum, it comprises in a straight line to its purpose and the school environment as it encloses features like focusing on students' competence and needs as well as their development, focusing on answers of every issue related to human lives, relevance to modern life and balance between national and local purposes. Moreover, it contains a variety of ideas and continuity to take into progress. There are two purposes lying under this KTSP curriculum, they are national education and local education purposes. The national purpose is constantly applied to all schools entire Indonesia, yet the local one varies according to each region, school level, and students' competence. Although this purpose is distinct from each other, it directs to national education standards in order to achieve the national education purpose. The standards themselves are the content, process, passing capability, educators, teaching and learning media and facilities, school management, funding, and assessment. There are two primary aims among all the purposes, Content Standards and Passing Standards as an outline which is designed to be a complete curriculum framework afterward.

There are some principles that should be considered in designing a curriculum by the curriculum makers, such as main law, main aims, etc. Basically, all of the Indonesian curriculums are planned below two Main Indonesian Principals, namely Pancasila and UUD (a constitution) of 1945 (TPUNS, 2011, para. 1). The curriculum cannot be in contradiction against the principals as they are the highest aims of living as human beings in the country, Indonesia. As a result, if one point is opposite to the principles, it should be reconsidered or replaced even deleted.

Subsequently, the curriculum is developed under further regulations based on Pancasila and the Constitution. The regulations are the Constitution Number 20, Year 2003 declaring National Education System as well as the Government Rule (PP) Number 19, Year 2005 declaring National Education Standards (TPUNS, 2011, para. 3). These rules direct the implementation of the KTSP curriculum in elementary level, junior high, and senior high levels which then every school develops their own curriculum completely. The development has to be based on SKL and Content Standards and should be approved with both rules.

There are several national main aims in curriculum KTSP which should be reached by each graduate when they are in learning period or when they finish their study. These aims which are mentioned in the curriculum are learning to be in faith and believing in the Almighty God, learning to fully understand and comprehend, learning to be capable to apply and commence the knowledge effectively, learning to live practically in a society, and learning to build best identity through active, creative, effective as well as pleasurable learning process (TPUNS, 2011, para. 5). These aims show the general purposes of why a student learns for his whole life. The learning is not only to comprehend the subjects offered in each school but also to be able to implement and put the knowledge into practice specifically for him and generally for society.

e. **Theoretical Approach of the Curriculum**

The government created a number of approaches which develops into a complete KTSP curriculum. Thus, the curriculum developers at a school should concern these elements in accomplishing a final KTSP curriculum. They accordingly adhere to the formulated elements and are capable of merging and matching the curriculum with a school orientation and students' needs without losing its line. Here are theoretical approaches in designing curriculum; students' proficiency, improvement, students' requirement and basic needs as a focal point, unity, continuity, and diversity, acknowledgment of development of science, art, and technology, relevancy to living needs, long life learning, stability to local and national requirements.

In addition, the curriculum designers concentrate on what school levels they plan to accomplish the curriculum since each level has its differences and purposes from other levels. The purposes and requirement of elementary level differ from the requirement and purposes of junior even senior high levels. This is another type of theoretical approaches following the approaches mentioned above. Here are some curriculum structures to be noticed in doing so. An elementary school provides eight regular subjects, a local content subject, and a skill improvement subject. The level encompasses 34-38 active weeks in a year. In this level, it contains thirty minutes for each meeting of a subject. The substance of Nature and Social Sciences lessons that the students learn is integrated, not separated to each other. Specifically, the learning in grade one to grade three is conducted through theme

approach, while grade four to six is through lesson granting approach.

A junior high school provides ten regular subjects, a local content subject, and a skill improvement subject. Similar to elementary one, this level encompasses 34-38 active weeks in a year. Differently, in this level, the school upgrades the learning duration that contains forty minutes for each meeting of a subject. The substance of both Nature and Social Sciences lessons is integrated. Senior high school levels encompass a slight difference comparing to the earlier levels, yet they boast a bigger load in teaching-learning duration, more specific lesson, etc. Nevertheless, the first grade in each school still offers mostly similar curriculum structures to the students. It provides more with sixteen regular subjects, a local content subject, and a skill improvement subject. The level encompasses 34-38 active weeks in a year whereas for each meeting of a subject, it contains forty five minutes. Unlike others, the substance of Nature and Social Sciences lessons is separated, no longer integrated. The nature science is divided into Biology, Physics, and Chemistry, while Social Science comprises History, Geography, Economy, and Sociology.

The second and third grades of a senior high level are present unlike the first grade. Principally, a senior high level offers four categories of study in the second and third grades which then each student is supposed to decide one category based on their capabilities together with preferences. The categories are Nature Science Class, Social Science Class, Language Class, and Religion Studies Class. As a matter of a fact, most senior high schools in Indonesia provide merely two or almost three study categories; Nature Science Class, Social Science Class, Language Class. The curriculum for senior high levels for the second and third grades apply nearly similar structures to the first grade in required subjects, learning duration, active weeks, except for the subjects. Both grades contain thirteen regular lessons with an extended duration for particular lessons.

Basically, all the school levels apply a couple of free subjects; local content and skill improvement lessons. The local content subject is an extracurricular activity to grow students' proficiency contained by local features and attributes as well as characteristic. For example, a school may pick a local language commonly used in a large area as a local content subject taught to its students. The skill improvement subject is slightly distinctive from other lessons since it is not a regular subject, yet a special activity run by students in a school as soon as they want to develop their talents, skills, and preferences. The students freely select any kinds of activities they wish for participating which are offered by the school. Afterward, the students are accompanied and supervised by their teachers or counselor even experts to support their improvement.

f. KTSP and Theory of Language Learning

In KTSP curriculum, schools liberally develop their own curriculum. Teachers easily apply any approaches and methods that suit

the learning elements. The government is likely to involve genre-based approach, notional-functional approach, communicative learning, and the like into the teaching and learning practice. They consider that these approaches and methods will upgrade students' capacity in reading, listening, and writing skills, especially speaking skill. Besides, teachers are possibly to apply another approach or method in teaching since it is proper to be implemented.

In genre-based approach, language textbooks include a number of reading texts which mostly consist of various texts, such as narrative, recount, descriptive, procedure, discussions, and news items. Since traditional grammar learning is no longer in use, teachers draw structures and grammar points from the reading texts. In these recent methods, grammar is not rejected at all but inserted between learning sessions. Teachers realize that learning a language should be followed by grammar learning. In the past, most teachers implemented old methods such as Grammar Translation Method to teach a language to their students. They focused much more on the language rules rather than other language skills, such as speaking, reading, and writing. The result showed that they completely understood almost all structures and rules, but when they were required to do a speaking, or writing, or translating task etc, they were incapable to accomplish it properly. As a result, teachers found and implemented new various approaches and methods to increase their students' language competencies.

Other practical methods used in teaching are PPP (Presentation, Practice and Production) since it is a common method used by teachers. IIO (Input -Interaction-Output) is another regular outline in delivering material as teachers offer it to their students then ask to do a task regarding the give material. Teachers may decide any kinds of interaction that they wish based on the proper method applied to their students. Shortly, teachers have a great responsibility that KTSP requires them to be creative, innovative as well as productive to undertake the teaching-learning process. On the other hand, the curriculum does not demand the students much to be innovative, yet school facilities should support the learning quality.

g. The Curriculum and Its Context

Within KBK, the previous curriculum, the government established a minimum score to pass final examination before leaving a school. The standard was implemented for all schools in Indonesia with a similar minimum score for similar levels; elementary, junior high, and senior high levels. This educational regulation placed the students that those who could reach the minimum score or beyond it would pass the exam. Consequently, those who passed the final might continue to the hierarchy level. Those who failed should attend the replacement examination or return to the most recent grade that they were to re-study and re-attend the final examination. Hence, the government applies a new policy to put a proper curriculum, KTSP into practice replacing the previous one. The curriculum

seems to suit them much because it is adjusted with their capability.

KTSP curriculum is appropriate to Indonesian students as a school develops the curriculum based on the context of the school itself. This mostly includes the capacity of the students. When the teachers are familiar with the students, they will easily adjust the curriculum development with the capacity of the students. The teachers in a discussion at school decide Minimum Passing Criterion (KKM) as the lowest score to be achieved by the students in a school. This minimum score is decided based on the average of the students' capacity with an expectation that slow learners even be able to pursue the target, essentially SK and KD as planned in the curriculum. Besides, the curriculum brings the students to learn well in their school. Their school tasks and exercises are rewarded as one of the final scores within national examinations.

h. Curriculum and Syllabus Assessment

In Indonesia, students are never involved to participate neither in developing curriculum nor in any kind of assessment or evaluation. They are simply required to learn, apply specified rules and receive learning materials. This happens due to teachers and policy makers deem that they do not hold any capacity to contribute in it. Similarly, in designing and developing KTSP curriculum, the students do not participate in it.

In order to identify whether the implementation of KTSP curriculum succeeds in every side of teaching and learning procedures, the government established a

surveyor team that regularly evaluates every school entire Indonesia. The team reviews any case related to the curriculum development, syllabus development, teaching product, school examination and evaluation, etc. Through this auditing, each school is insisted on improving itself especially in teaching quality. The initiative of having a surveyor team is beneficial since each school could maintain its track within the KTSP requirement. Besides, the schools rulers, principles, teachers, and students know how far the teaching quality they are controlling.

i. Other Issues and External Influences

As English is an international language of the universe, the using of English language in educational institutions, offices, and public services is hardly considered important above others yet by Indonesian society. The result shows that not every student is able to use English properly within four competences; speaking, listening, reading, and writing. Therefore, to upgrade students' competency of English, teachers should pay a bigger attention to this fact and learn how to teach them appropriately so that most Indonesian students gain the capacity to use English well. When English is a foreign language for Indonesian society, the language seems to be challenging to be mastered by entire students. Whereas, the demand for utilizing English language in applying a job, entrance of a domestic even more international school or university, and an IELTS/TOEFL test is increasing. Thus, the government implemented this curriculum to upgrade

students' capability of mastering English with the four skills.

Another issue related to the curriculum is the implementation of the curriculum in teaching and learning process. In the present day, there are a number of teachers who do not correctly comprehend the curriculum, what it is required to do, what approaches and methods should be placed in syllabi, what material or authentic material that suits students' competences and need, and what obligation to fulfill by schools in running the teaching process. This matter happens since the government does not engage all the teachers with guidance and detail explanation of the curriculum. In addition, the transition of the early curriculum to the latest one takes only a very short time that sometimes the demand of a curriculum differs from one to another in several parts.

Using KTSP curriculum expects schools to fully complete any school facilities that support the teaching and learning progress. It also requires teachers totally understand the curriculum guideline and rules and comprehend the material they are teaching. Besides, the curriculum invites students to actively learn and practice any tasks given by their teachers. On the other hand, the reality sometimes shows that the competence of the teachers and students differs in each school to another and one region to each other. It occurs when a school possesses all the supporting facilities, knowledgeable teachers, proper material and learning media, creativity, and sufficient fund to undertake the teaching and learning process,

while another school may not have the benefit of the other schools possess. Hence, it leads some students to fail by the lack of the above factors. In view of the fact, the government should overcome the issue by providing the facility needed in a school and offering trainings or guidance to some unqualified teachers teaching in those schools.

An additional issue is about the school examination and evaluation. The government decided in one of the Government Regulation Number 19 Year 2005 subsections that tells a student will be announced as a graduate when s/he could reach the study completion and the minimum score to a number of chosen subjects, and pass the school and national examinations (BSNP, 2006, p.3). These four conditions should be reminded strongly by each student of elementary, junior and senior high school students, teachers, educators, etc, with a great expectance to graduate.

Kande (2008, para. 29) disagrees with the point of implementing national examination. It seems slightly impractical to apply the national examination since the students in every school may learn differently in some materials. The national examination itself offers similar inquiries to all students in the same level of schools entire Indonesia. Thus, it will not be everybody could answer every question correctly because they dissimilar substances of study. On the contrary, Kande's argument should not be concerned as each school implements the SI and SKL. So, whatever they learn and what kinds of materials they prefer to study will not

interrupt the national standards and aims of study which was designed by the government.

j. Conclusion

Overall, the writer believes that KTSP is a practically appropriate curriculum which has been implemented comparing to previous curriculums. It suits Indonesian students in almost sides since it requires teachers to develop the curriculum based on the context of schools and their students' capacity. Hence, the students will not encompass huge burden learning in a school. All the teaching and learning syllabi are developed by the teachers who formally recognize their students well.

For this reason, the demand of the curriculum appears neither low nor high and is definitely achieved by them.

Obstacles and problems still occur in implementing the curriculum. However, the government along with education workers should improve or reform any erroneous aspects related to this implementation. The government may develop even build new ideas or innovation to design a better curriculum to Indonesian education in the future. They may adopt foreign country's curriculums with a proper adjustment to Indonesian students' need and capacity.

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